

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV198

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Daniel McKenna

Official School Name: St Francis Xavier School

School Mailing Address: 808 Linden Avenue
Wilmette, IL 60091-2711

County: Cook State School Code Number*: 05016278X100000

Telephone: (847) 256-0644 E-mail: jackiepetrozzi@sfx-school.org

Fax: (847) 256-0753 Web site/URL: www.sfx-school.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Sister Mary Paul McCaughey Superintendent e-mail:
mmccaughey@archchicago.org

District Name: Archdiocese of Chicago District Phone: (312) 534-5200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Kevin Lawler

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV198

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV198

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 3

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	45	48	93		6	12	18	30
K	20	25	45		7	14	16	30
1	17	16	33		8	19	20	39
2	17	19	36		9	0	0	0
3	15	18	33		10	0	0	0
4	16	12	28		11	0	0	0
5	21	16	37		12	0	0	0
Total in Applying School:								404

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
94 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 8%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	24
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	27
(4)	Total number of students in the school as of October 1, 2010	358
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%

Total number of students served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>2</u>
Total number	<u>33</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	97%	97%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

St. Francis Xavier (SFX) is a thriving school community bolstered by a highly collaborative faculty, an engaged parent network, progressive leadership, and motivated learners. The school is named for St. Francis Xavier, a Jesuit missionary who operated by the mantra “that all may be one.”

The school’s mission is to teach the Catholic message by developing a community of faith and service in which students, parents, and faculty can experience the love and goodness of Jesus Christ. Graduates leave eager to engage the world and make their mark for the betterment of humankind. SFX School is deserving of Blue Ribbon recognition because of its unique ability to combine the intimacy and values-based atmosphere of a small learning community with the academic and technological rigor often associated with a larger school. The school strives to educate the whole child by honoring the gifts of students in their many forms.

Over the past three years, SFX has realized significant growth unparalleled by other schools in the Archdiocese. The school has sprouted from a viable student body of 267 in 2008 to a robust 404 in 2011. Teachers, administrators, and families have embraced this change and responded by expanding the breadth and depth of curriculum, enrichment, and wellness offerings to ensure that this dynamic community continues to be challenged, inspired, and supported. Many schools become stagnated by such growth; St. Francis Xavier shines.

The elementary school technology program at SFX meets or exceeds the standards of most high schools. SFX recognizes the essential role of 21st Century Learning Skills and implemented a sweeping technology initiative resulting in a SMART Board in every homeroom, a 1-to-1 Apple laptop program in grades six through eight, the integration of five laptops per homeroom in Kindergarten through grade five, and the launch of an iPad program focused on the unique fluency of early childhood students with this tool. Families subscribe to classroom blogs for updates and homework assignments, students assist each other through secure online resources, classrooms use Skype to make international connections, and assignments are completed leveraging a staggering array of multimedia software. At St. Francis Xavier, technology is a cross-curricular resource utilized by teachers in a highly collaborative setting.

The active role assumed by parents is critical to the sustenance of the school’s strong and inclusive culture, guiding all extra-curricular and enrichment experiences administered by SFX. The Home School Organization (HSO) oversees fundraising, the assimilation of new families, and the administration of enrichment programs and events. It also serves as an essential link to the school community, enabling SFX to be responsive to the needs of those it serves. SFX families are a tight-knit group. They work, play, and worship together. Children learn to form healthy relationships by modeling those fostered among parents of the school.

St. Francis Xavier’s rich culture is shaped by a legacy born over a century ago. Established in 1910 with a modest, single room structure, SFX joyfully celebrated its 100th birthday in 2010. The school marked this milestone with a year-long campaign that focused all elements through a lens of history and service. The Village planted a centennial tree, a speaker series featured a world-famous archaeologist, the school created a time capsule, the faculty wove a decades podcast project into curriculum, teachers were recognized with a \$100 bonus, parents received a letter listing 100 reasons students were grateful they attend SFX, and each grade collected 100 children’s books for a sharing school. The school threw a birthday party featuring a thunderous rendition of “Happy Birthday” with cake for nearly 400, an alumni celebration welcomed over 1,000 graduates, and a Centennial Plaza was constructed of engravable bricks, fueling capital improvements to the school.

SFX is home to countless traditions, including a rummage sale serving under-resourced neighbors, *Crusader Communities* grouping students across grades for projects and events, an all-school Thanksgiving Feast, a partnership with a sharing school in Chicago, and the eighth grade service campaign. Follow the Star, a heartwarming Christmas event, casts the student body into the surrounding neighborhood in search of the Christ Child in prayer and song. The Baby Jesus, an infant born to an SFX family, is ultimately discovered in a nearby “stable,” surrounded by student council members dressed as the Holy Family.

St. Francis Xavier School is grateful to serve a talented community of children who arrive each morning from Wilmette and nearby suburbs. SFX promotes service and compassion, counteracting a culture of entitlement that might otherwise take root in a well-resourced community. Because the school operates in a high performing school district, SFX is challenged to balance its values-based philosophy with an exceptional academic experience. The school has met this challenge head-on, resulting in a growing enrollment and a vital school community.

1. Assessment Results:

Various methods are used to assess SFX students. The information derived from these assessments is incorporated into lesson planning and the development and refinement of curriculum. The Archdiocese of Chicago requires that the CTB-McGraw Hill Terra Nova, Multiple Assessment test be administered to third, fifth, and seventh graders every March. St. Francis Xavier School administers this test annually to all third through eighth graders. *Basic comprehension, analyzing text, evaluating and extending meaning, and identifying reading and writing strategies* are measured by the reading portion of the Terra Nova.

Numbers and numerical relations, computation and numerical estimation, operation concepts, measurement, geometry and spatial sense, data analysis, statistics and probability, patterns, functions, problem solving and reasoning, and algebra are measured by the math portion of the Terra Nova. The annual testing of each of these grade levels is a helpful tool in monitoring student progress and growth.

Results from the last five testing administrations indicate that SFX students perform well on the Terra Nova, consistently exceeding national norms as well as the averages of the 215 Archdiocesan schools in Chicago, in both reading and math and at every grade level. Testing results from last spring indicate that out of 179 students tested, 66% scored above average (greater than 75%ile) and a total of 93% of students scored in the average range or above (greater than 49%ile). In math, 75% of 179 students tested scored in the above average range (greater than 75%ile), with a total of 96% of students scoring average or higher (greater than 49%ile). SFX believes a realistic goal for its students is to achieve no more than 10% of the population below the 50th percentile, but still within the average range (75-25%ile). Using this as a benchmark, St. Francis performs well with regard to national assessments.

Performance trends of Terra Nova scores for SFX students have remained relatively steady over the past five years. Seventh and eighth grade scores have consistently achieved above the 81st percentile on national norms. A strong standards-based curriculum, in combination with highly skilled and committed teachers and supportive and engaged families, contributes to these consistently high achievement levels.

Teachers are also exceptionally collaborative and share strategies for motivating individual students as children move into subsequent grade levels. In this way, gaps in successful outcomes are avoided, student performance is maximized, and consistency is ensured.

There has been notable growth among our students, particularly in the area of mathematics. This positive trend is directly correlated to a program emphasizing a strong foundation in fundamentals to improve math performance, and a challenging and rigorous mathematics curriculum spanning all grade levels.

Geometry concepts and daily math reviews have been added to the curriculum to reinforce fundamentals.

Students who demonstrate high mastery of math in seventh and eighth grade may attend an area high school for advanced offerings. Students in the lower grades who score in the "superior" range remain challenged by advancing to the next grade for math instruction. This strategy allows students with an aptitude for math to fully develop their gifts.

Reading scores of St. Francis Xavier students are also strong, supported by early intervention in Kindergarten through grade four in reading. Daily writing edits were added in response to the need for more practice as indicated by a portion of the Terra Nova scores. All students are monitored for progress three times annually in reading and written language to confirm proficiency in basic skills. In the primary grades, those falling to the bottom of the class are recommended for additional practice with the teacher or the Interventionist, working on a more structured phonics program with daily practice of sight word development. Those falling at or below the 10th percentile nationally are referred for more intensive instruction three times weekly by a certified Learning Behavior Specialist.

SFX draws upon the expertise and talents of a strong learning support staff. District 39 supplies an Illinois-certified Learning Behavior Specialist and a Speech and Language Therapist to provide direct pull-out support to Kindergarten through fourth grade, and consultation to fifth through eighth grade for identified SPED and limited flex students. The school also consults with a District 39 School Psychologist to participate in the identification of students and to support SFX teachers. In 2010, SFX augmented the teaching staff with a certified Social Worker and a Learning Behavior Interventionist. The Social Worker meets with students to promote a culture of harmony and respect, and consults with the support team on a weekly basis. The Learning Behavior Interventionist is certified in Reading, Supervision/Consultation, and LBS and facilitates the Response to Intervention Program (RtI) in all grades, Early Intervention in Kindergarten through fourth, and Standardized Assessment Programs including Explore, Terra Nova and local High School Entrance Exams. The school makes meeting the needs of the whole child its utmost priority, and this progressive learning environment undoubtedly contributes to the strong performance noted in testing trends.

St. Francis Xavier School is proud to be home to a diverse group of learners who each demonstrate varied learning styles. Those children with identified learning disabilities have received accommodations during testing of extended time. Accommodations and supplemental materials are incorporated into the daily classroom routine to provide extra support for these learners. The continued intervention and attention of our Learning Behavior Specialist ensures that these students benefit from every available tool to promote comprehension and skills acquisition.

2. Using Assessment Results:

The Terra Nova Achievement/INVIEW Cognitive Ability Tests are one of many tools utilized by St. Francis Xavier School to monitor student progress and examine areas of strength and weakness with regard to the needs of its students.

The Principal and the Learning Behavior Interventionist analyze the results of the Terra Nova outcomes on an annual basis. In addition to a review of most recent scores, a thorough trend analysis is also conducted in order to identify themes spanning a number of years. Conclusions are drawn by the Interventionist regarding performance by class, by year, and by each individual student. The results from the data analysis are shared with the teachers both through formal meetings and individual discussions with the Interventionist. A formal report is made to the School Board and the Pastor, and a copy of each student's scores is mailed to his or her family along with a letter that explains the testing procedure and how parents should use and interpret the data. Parents are invited to contact one of the Assistant Principals or the Principal for further information or to schedule a meeting, as needed, with teachers or the Learning Behavior Interventionist. Testing results are also shared with school families and the community through curriculum nights and open house events.

Progress monitoring is done formally three times per year at every grade level in the areas of reading, math, and written language to measure performance and growth. That information is compared to the Terra Nova scores to check for validity on both assessments, and to provide further information and background to teachers regarding the needs of students. The Learning Behavior Interventionist creates a "watch list" based upon analysis of the Terra Nova scores and progress monitoring data. This information is shared with teachers, and a plan for progress and improvement is created.

In the primary grades, those falling at the bottom of the class in reading and math (based on assessments and subsequent progress monitoring) are recommended for additional practice to be completed by the homeroom teacher. If intervention is recommended, a specific skill-based program is collaboratively developed by the Interventionist and the classroom teacher to strengthen foundations or basic skills in reading, writing or math using repeated practice with specially-tailored materials. Those falling below the 10th percentile nationally using Curriculum Based Measures (CBM) assessment that have not responded to or made adequate progress are referred for more intensive instruction three times weekly with the Learning Behavior Specialist.

In the middle school, teachers collect daily information on students requiring differentiation from regular reading curriculum, as flagged by Terra Nova outcomes. This process is monitored by the Interventionist who meets with teachers to plan instructional needs. Middle school students have required some minimal accommodations for differentiation such as extended time, reduced assignment or re-teaching of concept. This group has not required core curriculum supplementation.

Students with identified learning disabilities and differences, in addition to those students who perform at the low mastery level, receive academic support and intervention from the Learning Behavior Specialist and their teachers. The RtI framework was instituted two years ago and is used whenever discrepancies are identified with a student's performance. The Learning Behavior Interventionist works closely with teachers to develop appropriate accommodations, create supplemental materials, and define instructional plans that allow for and encourage greater progress and achievement as defined for each individual.

Assessment data from the Terra Nova is also used in the instructional decision making process for both individual students and in the curriculum as a whole. Examination of information from the assessment allows teachers to refine and adapt their curriculum and design instruction to better meet the needs of their students, ensuring progress and growth into the next grade level. The tracking and analyzing of the assessment over the years is a powerful tool to support both the learning styles of students as well as their academic growth and achievement during their years as learners at St. Francis Xavier School.

3. Sharing Lessons Learned:

Saint Francis Xavier School is committed to implementing the latest research, technology, and educational theories. As a member of the Archdiocese of Chicago's Council II 3A, SFX collaborates frequently with teachers and staff of member schools. The Principal, a member of the *Illinois Principals Association* and the *National Catholic Educational Association*, regularly convenes with school administrators to discuss current practices and glean new information.

SFX has shared curriculum insights across a number of Archdiocesan platforms. SFX participated in an Archdiocesan Development Council panel to present strategies to celebrate school milestones. An SFX teacher was awarded the Archdiocese Heart of the School award for the use of technology in her classroom. SFX has shared technology programs and instruction with other council member schools and hosted the Archdiocesan Eighth Grade Leadership Day with veteran NBC correspondent Mike Leonard. Multiple teachers have been published in their fields, including an *NCEA* article entitled *What Gets Students Excited About Learning?* and the text *Classical Mythology and More: A Reader's Workbook*. A team of SFX teachers also partnered with the Archdiocese to prepare and edit its current Social Studies Curriculum.

At the district level, the staff Interventionist collaborates regularly with the District 39 Learning Behavior Specialist. Students requiring additional help are classified within the RtI framework and monitored by SFX staff. Feedback is provided to District 39 and intervention follows to ensure optimal student outcomes. St. Francis Xavier School articulates both internally and with Loyola Academy to provide advanced math curriculum to seventh and eighth grade students. Teachers from SFX visit Loyola to understand how to best prepare students for math on the high school level. On a national level, SFX participated as a pilot school in the *Rowland Reading Superkids* program. Teachers are involved with prestigious foundations including the *Lucy Calkins Creative Reading and Writing Project*.

The school fosters a truly collaborative environment. Teachers are members of many professional organizations, including the *Suburban Council of the International Reading Association*, the *Illinois School Library Association*, and the *National Association of Social Workers*. Staff regularly attends conferences and workshops to share and gather new methods of instruction. Teachers have participated in teleconferences with educational leaders including Irene Fountas, Gay Su Pinnell, Donald Bear, and Shane Templeton. The majority of SFX teachers hold Masters degrees, and teachers earning advanced degrees are welcomed into classrooms to learn and share with others.

4. Engaging Families and Communities:

St. Francis Xavier is committed to developing and sustaining a meaningful relationship with school families and the greater Wilmette community in order to celebrate and support its thriving student body.

SFX communicates with families frequently and through multiple channels. Teachers maintain classroom blogs to provide information and support, send pictures and video clips detailing classroom activities, and offer links to online resources. Phone calls, family messenger journals, regular conferences, teacher emails, academic and fine arts fairs, office and Principal news blasts, and curriculum nights offer distinct opportunities for the exchange of ideas and strategies to enhance student performance.

A multitude of events and programs initiated through the HSO integrate faculty and parents to foster an intimate relationship and create an effective forum for communications. Parents volunteer to teach eighth grade elective classes, leveraging their skill sets in the areas of law, medicine, and more to enhance traditional curriculum. The HSO has also developed a sophisticated mentor family system that pairs new families with current ones to connect children with their new classmates before school even begins.

Parents are frequent speakers on campus and weave global lessons into curriculum. Currently, a group of parents is leading a school effort to provide a sustainable source of safe drinking water to Galette-Chambon, Haiti. Efforts have included pooling medical resources to send overseas, collecting “change to make change” with a field trip to the local bank for a deposit, and a talk on life in Haiti after the devastating earthquake. A team of SFX parents and teachers visits Galette-Chambon regularly to identify new resources that will improve conditions for this impoverished community.

The school also nurtures healthy ties to the community, promoting the values of service and faith. One Heart, a service club for girls, gives back to and learns from area organizations. This fall the girls participated in the *Alliance for the Great Lakes* beach clean up along Lake Michigan, collecting, identifying, and weighing the waste gathered along the Wilmette shoreline. Other efforts connected to community include visits to the New Trier Food Pantry, service campaigns for our sharing school, appearances from authors and performing artists, participation of SFX athletic teams in area conferences, and visiting speakers from the Wilmette Historical Museum, Fire, and Police Departments, and Northwestern University. Older students also participate in leadership days and targeted, academic programs through local high schools.

1. Curriculum:

Saint Francis Xavier School offers a contemporary curriculum that develops the whole child, preparing students for success in high school and beyond. Curriculum is aligned with Illinois State Teaching Standards, Chicago Archdiocesan Standards, and 21st Century Learning Skills so that learning benchmarks are met at every level. Technology is woven into every aspect of curriculum with the application of SMART Boards, laptops, iPads, and other tools so that students apply techniques universally, and across all subject areas. Curriculum is structured according to an independent school model, grouping Kindergarten through fifth grade with an elementary focus and sixth through eighth grade with an early adolescent orientation to better prepare students for high school.

The Religious Education curriculum develops an intellectual grasp of doctrine according to age level and maturity, and fosters prayer and the development of a personal relationship with Jesus Christ. The program encourages active participation in the sacramental life of the Church and supports a Catholic value system promoting service, respect for self and others, and a lifestyle of honesty and responsibility.

The Language Arts curriculum in the early grades incorporates the areas of reading, writing, speaking, and listening, and addresses comprehension strategies, accuracy, fluency, word work, and vocabulary. Students in grades three and four work weekly on word skills foundation using high frequency core words. Fifth through eighth grade students use a text and trade book based program emphasizing novel studies and independent reading. Reading and writing curriculum is enhanced by *Book Café*, the *Library Teen Advisory Board*, and the school's newspaper, *Crusader Chronicle*.

Elementary math delineates learning goals and directly addresses student outcomes related to mathematics achievement. Sixth through eighth grade content includes number and operations, algebra, geometry, measurement, data analysis, and probability. Many SFX middle school students are invited to take math courses on local high school campuses.

Science instruction in Kindergarten through fifth grade focuses on wellness and nutrition, energy and natural resources, ecosystems, meteorology, prehistoric periods, and the human body. Sixth through eighth graders meet with a dedicated science teacher in the school's science lab and participate in a hands-on, in-depth exploration of science. The program features an annual science fair to teach students to hypothesize, manipulate variables, interpret data, and identify and present findings.

Social Studies is driven by the Archdiocesan-wide curriculum, co-developed and co-edited by SFX teachers. In the upper grades, the curriculum is integrated into an overarching humanities block that weaves social studies, language arts, and reading together to explore common themes and maximize concept mastery.

SFX is in compliance with the program's foreign language requirements, and all Kindergarten through eighth grade students are scheduled for mandatory instruction. Spanish instruction occurs in Kindergarten through fifth grades two to three periods each week. Culture, literacy, and verbal proficiency are taught employing songs, worksheets, historical references, and interactive exercises. Conversational Spanish and basic French are offered as part of an after-school program for various age groups. Sixth through eighth graders study Latin, a gateway romance language for soon-to-be high school students, which also develops reading and vocabulary skills to serve them for a lifetime. Latin instruction is offered four periods each week for middle school students.

The Fine Arts curriculum features offerings spanning the visual arts, music instruction, instrumental and vocal programs, and dance. Theatre is integrated in multiple grades through curriculum-based plays and our eighth grade class performs a spring musical open to the community. The physical education curriculum emphasizes fitness, nutrition, sportsmanship, and the wellness of the whole child. Students participate in drills, games, and discussions promoting physical and emotional fitness.

2. Reading/English:

St. Francis Xavier meets the needs of all readers, providing students with ample opportunities to master reading with comprehension. The Guided Reading program is implemented in Kindergarten through fourth grade, adopting the *Fountas and Pinnell* Guided Reading Curriculum and book room through *Scholastic*. In tandem with the curriculum and books, teachers use formal *Fountas and Pinnell A-Z* assessments, allowing them to work with students at their instructional levels through flexible, small group instruction. This method was selected for its ability to support struggling readers with developmentally-appropriate texts while also challenging advanced readers with higher-level resources.

Literacy activities are varied to address all learning styles and engage readers in multiple methods of instruction and practice. Students spend 90-minute literacy blocks on a variety of activities including small-group instruction, independent reading, reading aloud with partners, and listening to reading. These methods help students improve comprehension, accuracy, fluency, and vocabulary expansion. Teachers have been trained in the *Daily 5* and *CAFE* methods of literacy gurus Gail Boushey and Joan Moser, and implement this framework in the elementary grades.

Students in Kindergarten through second grade also work with words to master developmental phonics and spelling skills rooted in the systematic approach of Donal Bear and Shane Templeton in *Words Their Way*. Phonics and spelling skills in grades three and four are developed and supported by the *Sitton Spelling Program*. In the intermediate grades, student-led literature circles emerge in conjunction with teacher-led guided reading groups. Students are instructed and supported with frequent mini-lessons surrounding themes and comprehension strategies, and are taught to apply them across all genres. Students are exposed to a wide variety of literature, both modern and traditional.

In the upper grades, novel studies and independent reading play a sizable role in reading instruction. Students share learning through group and class discussions, complete multimedia activities on their laptops, and write recommendations and book reviews on sites such as goodreads.com. A Specialist devoted to the Middle School aids in mechanics, editing, and grammar.

SFX employs three certified Reading Specialists as classroom teachers in the Early Childhood and primary grades who lend their expertise through routine meetings and professional development sessions. The school also engages an Interventionist, who is a certified LBS and Reading Specialist. While this individual supports literacy of all students, her primary focus is the implementation of RtI and an early prevention program in Kindergarten through fourth grade.

3. Mathematics:

The mathematics curriculum implemented at Saint Francis Xavier School offers research-based approaches to support a range of student aptitudes. The Kindergarten through fifth grade levels utilize the *Houghton Mifflin* Elementary School program. Content includes numbers, arithmetic, geometry, pre-algebra, measurement, graphing, and logical reasoning. In order to support varied intelligences and learning styles, students are involved in strategic math games, practical applications, hands-on lessons, role-playing, interactive websites, use of SMART Boards, and cooperative learning activities. Students performing below grade level are provided extra time within small groups to re-learn and practice concepts, while students performing above grade level are provided with enrichment activities which may include advancing a grade level.

The core program for sixth through eighth grade is the *McDougal Littell* Middle School program. Content includes numbers and operations, algebra, geometry, measurement, data analysis, and probability. Mathematics skills encompass the application of content, as well as an understanding of mathematical concepts and procedures. These include problem solving, reasoning and proof, making connections, oral and written communication, and use of the mathematical representation. Teachers supplement this program with projects and problem solving materials using interactive web sites, SMART Boards, and teacher resource materials. Each year students qualify for the Loyola Academy Math Program through assessment of class performance and formal test results. In the classroom, high-achieving students' needs are met by providing individual, student-driven challenge work and real-life application projects. In order to meet the needs of below average students, teachers offer one-on-one instruction in class, during flex (open period), or before or after school. Additional drilling, specialized quizzes, and tests are also provided for lower achieving students.

St. Francis Xavier School also implements the Response to Intervention Model (RtI). All students are progress monitored three times annually in math to determine proficiency in basic skills. Those falling at the bottom of the class are recommended for additional practice to be completed by the regular teacher or a curriculum specialist working specifically with automaticity of facts and, when appropriate, limited instruction.

Teachers collect daily information on students requiring any differentiation to the regular curriculum. This is monitored by the Learning Behavior Interventionist who meets with teachers to plan instructional needs.

4. Additional Curriculum Area:

At a time when schools are making cuts to their Fine Arts curriculum, St. Francis Xavier School is proud to have expanded in this area. The school views Fine Arts as essential to the development of the whole child, reflecting its mission to produce students who are leaders and change agents. SFX believes exposure to the Fine Arts fosters positive social behavior as students share ideas, take risks, develop confidence, and find their voice.

The Department of Fine Arts is comprised of a core curriculum of visual arts and music. Art is taught using Visual Thinking Strategies (VTS), a research-based teaching method advancing critical thinking and language skills through discussion of visual images. This method encourages participation and develops self-confidence, especially in students who may be struggling in other academic subjects.

Students share ideas and commentary as they work individually and in groups. The program incorporates the study of art from many corners of the world to teach children to value different cultures in an increasingly global society.

The music program features two dedicated teachers, one focused in preschool through first grade and the other spanning second through eighth. Students are challenged to step beyond their comfort zones through visual and physical exercises, embracing the magic of sound through voice, percussion, and musical instruments. Because music by its nature encourages students to take risks performing with and in front of others, teachers establish an atmosphere of trust and openness that often extends to a discussion of values and the treatment of others. Music is prepared weekly by homerooms for the school's liturgy, directly tying instruction to an expression of faith through song.

A host of other offerings complement this core. The band program employs a *Sound Innovations* method, providing each student with a method book and DVD that lends a visual guide to build confidence. The Parish children's choir emphasizes basic skills including breathing, phrasing, dynamics, and--of course--fun. An expansive Irish Dance program enriches students in Irish culture, improves balance and posture, and emphasizes physical fitness. It connects SFX to the community through participation in parades, cultural visits, and off-site performances. Plays, art fairs, seasonal concerts, the frequent integration of

performing arts into curriculum, Glee Club, a winter talent show, and visits from local dance troops and choirs all inform students' fluency in the Arts and their development as budding global citizens.

5. Instructional Methods:

St. Francis Xavier School creates a positive and engaging learning environment, and instruction is planned to meet the needs of students at various levels. This includes recognizing differences in learning styles, strengths, pace, and social and emotional aptitudes.

The school builds knowledge and skills in differentiation by pooling external resources and sharing with staff members. The learning support staff assists teachers to modify any part of learning that may be needed.

Classroom instruction is differentiated in multiple ways, depending on the needs of the student. Content, process, product, environment, or assessment may be differentiated. Guided reading is integrated into the reading program allowing teachers to group children by levels through diverse literature sources. In science, teachers use flexible grouping and a jig sawing technique to allow students to learn within their areas of interest while contributing toward the larger learning goals of the curriculum. Classes employ laptop computers in cooperative groups to research topics and create videos to share with the class.

Process may also be differentiated, allowing teachers to employ instructional methods to help each student excel. SMART Boards are integrated into lessons, allowing students to take on leadership roles as they master interactive capabilities. Teachers use color-coding and diagramming with SMART Boards to make subject matter tangible and easier to understand for those students experiencing challenges.

Students work in learning stations that allow them to employ various levels of critical thinking skills.

Teachers create centers in language arts to offer activities in creative writing, grammar, and spelling.

Students flow through centers writing in their journals, solving grammar challenges, and working with interactive spelling web sites. Involving students in activities focused on varying aptitudes and learning styles helps meet students' individual needs. These activities include plays, author teas, character presentations, book groups, writer workshops, science labs, role-playing, art projects, hands-on math activities, musical performances, multimedia projects, and videoconferencing.

Teachers work collaboratively to create a nurturing environment allowing all students to make valuable contributions. While most student learning takes place in the classroom, small groups may be engaged in a pull-out program with the learning support staff.

Assessment methods are differentiated to meet the needs of all students, using both formal and informal techniques. Topic area written tests, essays, rubrics, scales, checklists, labs, observations, projects, presentations, performances, and self-assessments are used to ensure optimal learning outcomes.

6. Professional Development:

St. Francis Xavier offers a generous professional development package to its faculty, enabling teachers to stay abreast of trends and fueling a passion to incorporate new techniques that enhance student achievement.

SFX provides each teacher up to \$1,200 annually toward the pursuit of an advanced degree, the cost to attend conferences and workshops, or the tuition charged for instruction in key areas of interest. Over 75% of SFX Kindergarten through eighth grade homeroom teachers hold a Masters degree in their area of expertise. Teachers incorporate learning into daily instruction and continually share information with each other. Recent presentations to faculty, by faculty, have included topics spanning ESL, RtI, and early adolescent depression.

The school librarian, who attends workshops in the areas of technology and library science, employs iPads to target differentiated learning and hosts *Book Café* to empower students to take turns leading discussion and inquiry. Another teacher implements Writing Project resources from the *Teacher's College Reading and Writing Project* founded by Lucy Calkins at Columbia University, and has employed technology to create listening centers where students access animated stories and use websites to enhance their study of science, math, and language arts. These exercises have motivated students in new ways, elevating their engagement in learning.

As part of SFX's commitment to Apple, the faculty received a year's worth of training and support accessible at the local Apple store. Teachers have learned to apply innovative tools such as iMovie and iWork within a classroom setting, and also receive on-site training from SMART and participate in sharing sessions with experts. This training has enabled teachers to meet academic standards emphasizing an integrated model of literacy in which media requirements are blended throughout curricula.

On the first Wednesday of each month, students are dismissed early to allow for professional development meetings and CLI curriculum mapping. Teachers also participate in regularly scheduled Archdiocesan in-service days with Council II 3A, where faculty meet across schools to share ideas and discuss strategies. Upper grade teachers have integrated edmodo.com, a secure social learning network for teachers and students, as a result of these sessions. The Principal meets monthly with peers in his council and is a member of the *Illinois Principals Association* and the *NCEA*. This year, several teachers were admitted to the Archdiocesan Leadership Academy, in partnership with the Office of Catholic Schools and Northwestern University's Center for Non-Profit Management.

7. School Leadership:

The leadership structure at St. Francis Xavier School is designed to gain rapid consensus across groups and effectively implement programs and policies to increase student achievement.

The Pastor and Principal work closely together to lead the SFX community, and their collaborative relationship creates a culture of cooperation that permeates the school. The School Board provides counsel across key areas of administration including finance and technology. The HSO oversees a diverse group of parent volunteers who lead essential fundraising and community building initiatives.

SFX faculty also serve essential leadership functions as Chairs of Primary Reading, Early Childhood Education, and the Middle School. Both teachers and parents are granted ample opportunity to voice concerns and provide input across a range of issues.

Because St. Francis Xavier is a center of Catholic learning, the teachings of Jesus Christ are central to the philosophy of both the Principal and Pastor. The Crusader Covenant, a values framework for students, teachers and administrators, informs the approach of leadership with four areas of focus: integrity, harmony, benevolence, and faith. School leaders and students alike are challenged to seek decisions that are forthright, considerate of their environment, made with compassion, and formed with Catholic beliefs foremost in mind.

There are many ways in which the leadership structure of SFX School works cohesively and efficiently to impact student success. Because of the school's rapid growth, the HSO recently recommended that a survey be implemented to ensure the school remained in touch with the needs of families. The School Board collaborated in the design of the survey, and findings identified a need to augment instruction in the area of writing and grammar in grades six through eight. Results were shared with the Pastor and Principal through the School Board forum. Armed with this feedback, the Principal commissioned an experienced teacher to design a summer grammar "boot camp," applying SMART Board technologies to boost concept mastery and skills in this area. Upon request, the teacher was provided with supplemental training with a SMART expert to design a class to best meet the needs of this group. In many ways, the various components of the SFX leadership structure work in concert to execute programs and foster relationships with the education of the whole child in mind.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV198

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4920</u>	<u>\$4920</u>	<u>\$4920</u>	<u>\$4920</u>	<u>\$4920</u>	<u>\$4920</u>
K	1st	2nd	3rd	4th	5th
<u>\$4920</u>	<u>\$4920</u>	<u>\$4920</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5790

5. What is the average financial aid per student? \$152

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
3%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	71	80	81	67	82
Number of students tested	29	30	22	29	31
Percent of total students tested	100	90	86	97	100
Number of students alternatively assessed	0	3	3	1	0
Percent of students alternatively assessed	0	10	14	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	77	81	81	64	81
Number of students tested	29	30	22	29	31
Percent of total students tested	100	90	86	97	100
Number of students alternatively assessed	0	3	3	1	0
Percent of students alternatively assessed	0	10	14	3	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	81	61	84	89
Number of students tested	30	23	27	31	26
Percent of total students tested	93	91	93	100	100
Number of students alternatively assessed	2	2	2	0	0
Percent of students alternatively assessed	7	9	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	83	79	87	90
Number of students tested	30	24	29	31	26
Percent of total students tested	93	88	93	100	100
Number of students alternatively assessed	2	3	2	0	0
Percent of students alternatively assessed	7	12	7	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	88	83	85	84	80
Number of students tested	25	28	31	25	15
Percent of total students tested	96	93	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	4	7	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	81	80	88	90
Number of students tested	25	28	31	25	15
Percent of total students tested	96	93	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	4	7	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	86	90	86	90
Number of students tested	30	31	28	15	21
Percent of total students tested	97	100	100	100	95
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	3	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	83	82	88	81	76
Number of students tested	30	31	28	15	21
Percent of total students tested	97	100	100	100	95
Number of students alternatively assessed	1	0	0	0	1
Percent of students alternatively assessed	3	0	0	0	5
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	90	94	93	94
Number of students tested	35	31	11	21	36
Percent of total students tested	97	100	100	95	94
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	3	0	0	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Terra Nova

Edition/Publication Year: 2nd Ed/2007-08 & 3rd
Ed/2009-11

Publisher: McGraw-Hill
CTB

Scores reported as:
Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	87	88	87	85
Number of students tested	35	31	11	21	36
Percent of total students tested	97	100	100	95	94
Number of students alternatively assessed	1	0	0	1	2
Percent of students alternatively assessed	3	0	0	5	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Terra Nova

Edition/Publication Year: 3rd Ed/2010-11 Publisher: McGraw-Hill CTB Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar			
SCHOOL SCORES					
Average Score	91	92			
Number of students tested	31	11			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Terra Nova testing is not mandated in the eighth grade. SFX School began using this tool in 2010. Eighth graders did not take the test in 2007, 2008 or 2009.					

12PV198

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Terra Nova

Edition/Publication Year: 3rd Ed/2010-11 Publisher: McGraw-Hill CTB Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	86			
Number of students tested	31	11			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
Terra Nova testing is not mandated in the eighth grade. SFX School began using this tool in 2010. Eighth graders did not take the test in 2007, 2008 or 2009.					

12PV198